Grade 1
Informative/Explanatory Writing – Using Informational Text Features

Instructional Unit Resource for the
South Carolina College- and Career-Ready Standards for English Language Arts

South Carolina Department of Education
Office of Standards and Learning
August 2016

Grade 1: Informational/Explanatory Writing:
Using Text Features

Unit Rationale/Overview:
In this unit, students will navigate informational text features as a reader and a writer. Its purpose is to guide students in exploring common features in informational text with the goal of writing effective informational pieces of their own.

First grade offers a prime opportunity for students to build a strong foundation in reading and writing by introducing them to complex reading and writing behaviors as modeled by their teachers. The first grade reading and writing standards are rigorous and require teachers to demonstrate how they use words, phrases, and a variety of text features to locate and describe key facts or information. First grade students should be able to identify text features and understand their purpose. This skill will help them in subsequent years as they will be expected to use the text features to locate and describe key facts in informational text. Students will be in various places on the developmental writing continuum. Accordingly, teachers should provide them with a variety of opportunities to explore print and multimedia sources so that they can write informative or explanatory texts about topics of interest to them.

When the teacher models writing strategies using his or her own writing and thinking aloud about the process, students are better equipped to learn the skills of drafting, writing and revising. The teacher will serve as the expert writer who both models and writes with children as she or he instructs them in the writing process.

Through collaboration, analysis of informational texts, and writing, students will learn skills that will help them develop the world class skills listed in the Profile of the South Carolina Graduate.

http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf

Estimated time frame: two to three weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators
Writing
1.W.2   **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

| 1.W.2.1 | Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. |
| 1.W.2.2 | Plan, revise, and edit, building on personal ideas and the ideas of others to strengthen writing. |

Reading - Informational Text

1.RI.8	**Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**
1.RI.8.1	Identify words, phrases, illustrations, and photographs used to provide information.
1.RI.8.2	Use front cover, title page, illustrations or photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

<u>**Embedded Standards/Indicators**</u>
Inquiry-Based Literacy

1.I.2	**Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**
1.I.2.1	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
1.I.3	**Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**
1.I.3.1	Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults or/peers.
1.I.3.2	Select the most important information, revise ideas, and record and communicate findings.
1.I.4	**Synthesize information to share learning and/or take action.**
1.I.4.1	Draw conclusions from relationships and patterns discovered during the inquiry process.

Communication

| **1.C.3** | **Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.** |
| 1.C.3.1 | Explore and compare how ideas and topics are depicted in a variety of media and formats. |

Clarifying Notes and "I Can" Statements

Clarifying Notes

The suggested strategies are meant to build students' abilities to write an informational piece through process writing while incorporating informational standards and indicators.

The strategies listed within this unit can be taught within Writer's Workshop. When Writer's Workshop is integrated with reading, students construct meaning in a more authentic way. The components of Writer's Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Teaching Elementary Students to be Effective Writers provides evidence –based recommendations
for addressing writing for instructional practices. Those recommendations include the following:
1. Provide daily time for students to write.
2. Teach students the writing process.
3. Teach students to write for a variety of purposes.
4. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
5. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Encourage students to read like a writer and have collaborative conversations through "turn and talk."
Teaching Tips:
- Before you begin, model "turn and talk" with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a "turn and talk" partner or small group.
- During read aloud, stop several times at natural breaking points and pose queries for students to "turn and talk" about, asking the following:
- Where do you think this author got his or her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did the author use?
- How did the author make the sentences flow?.
- Does this writing have voice?   (Routman, 2003).

Reminders:
- Students should begin to using the words "story" and "text" interchangeably.
- Anchor charts are visual references that are used as a tool for students to receive ongoing support as they develop in their understanding. Ideally, anchor charts are made with students and may be displayed as needed or determined by the student work.

The Fundamentals of Writing (K-12)
The Fundamentals of Writing provides the classroom structure for a writing community using a workshop approach. Students learn the recursive process of writing, act as collaborators of writing with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author's craft techniques in their work. *The Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find *The Fundamentals of Writing* in the SCCR Standards document.
http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf

Shared Writing
Shared writing provides the teacher the opportunity to model the writing process with input from the students. The teacher leads the students through the planning process, adding support as needed. Once a plan has been developed, the teacher will draft, revise, edit and complete the writing, using the students 'ideas. The teacher does the writing and may revise some of the language conventions as she or he writes. During the writing, the teacher may have the students turn and talk to their preassigned writing partner about an idea, about which there is strong disagreement. The group then comes back together to continue the discussion and come to some type of agreement or compromise.

Anchor Charts
Anchor charts are large charts created by the teacher and the students during a whole class or small group mini-lesson. The chart is posted in a prominent place where it becomes a record of the strategies or procedures learned and can be used as a reference. As a reference anchor charts scaffold students' thinking, supporting the students as they work and making them less reliant on the teacher. As additional information is learned, either the teacher or the students can add it to the chart.

Mentor Text (Ray, 2002)
A mentor text should be a text that the students are familiar with from prior experiences. In her book *What You Know by Heart,* Katie Wood Ray says that mentor texts become our coaches and our writing teachers. They provide opportunities for students to see what kinds of writers they can become as they imitate the text and continue to find ways to grow. When a student learns to write from a mentor text, the teacher should provide a variety of texts. A variety of strategies can be learned from more than one author and text. For this reason, more than one possible mentor text is listed in this unit of instruction. Teachers can save student examples to be used in the future. Teachers may want to collaborate with grade level colleagues to build a collection of writings.

"I Can" Statements

"I Can" statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

Writing:
- I can use print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. (1.W.2.1)
- I can plan, revise, and edit my writing independently. (1.W.2.2)

Reading Informational Text:
- I can identify words and phrases used to provide information in a variety of texts. (1.RI.8.1)
- I can identify illustrations and photographs used to provide information in a variety of texts. (1.RI.8.1)
- I can use text features (i.e. front cover, title page, illustrations/photographs, fonts, glossary, and table of contents) to locate and describe key facts in informational texts. (1.RI.8.2)
- I can describe the relationship between text features (i.e. front cover, title page, illustrations/photographs, fonts, glossary, and table of contents) and the text. (1.RI.8.2)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- What are characteristics of informational text?
- What are some text features in informational books?
- What is the purpose of text features?
- Why are text features important to the reader?
- What do good writers do to help others learn something new?
- How can good writers make their writing better?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver instruction would be during the modeling process.

Effective instruction includes the use of formative assessment data to determine students' vocabulary needs.
compare
text features
illustration

photograph
glossary
table of contents
front cover
title page
font
informative text
topic
revise
edit

Prior Knowledge

In kindergarten, students are expected to identify and use text features in informational text in order to write a piece of their own. The text features used in informational reading in kindergarten include the front cover, title page, illustrations or photographs, fonts, glossary, and table of contents. Students in kindergarten have had some experience identifying the differences between fiction and non-fiction text.

Subsequent Knowledge

In second grade, the students are expected to learn how the author uses words, phrases, illustrations and photographs to help inform, explain, or describe. They learn as well to use an index, headings, bullets, and captions to find information and to explain how these features help clarify informational text. These informational standards are used to assist students in using their knowledge about text features to write informative texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Potential Instructional Strategies

Instructional Strategy: Writing about Illustrations and Photographs
Learning Targets:
- **I can identify text features in an informational text and explain why the text feature is there. (1.RI.8.2)**
- **I can use print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. (1.W.2.1)**

Model (I do):
- Show the students a photograph or an illustration.

- Thinking aloud how to write information gained from the photograph or illustration.

- Write the new information on chart paper.

- Show the Text Features Rap: https://www.youtube.com/watch?v=8D6cq_-mV90

Guided Practice (We do):
- Select a text with features that include a front cover, title page and illustrations or photographs. Use this unit in subsequent lessons to provide continuity for the students.

- Model for students how to look at the front cover, title page, and the illustrations or photographs. Explain that the front cover, title page and photographs and illustrations are called *text features.* Begin an anchor chart that lists and includes pictures of the appropriate text features (front cover, title page, illustrations/photographs, fonts, glossary, and table of contents).

- Using a think-aloud strategy; discuss how to use the photographs and illustrations to discover more about the topic. Read the words; then look back at the pictures.

- Write the new facts on a chart.

- As a shared writing activity, share the pen with the students to write new facts about the topic, using the remainder of the illustrations and photographs.

Independent Practice (You do):
- The students will work independently to select an informational text from their individual book baskets and write what they have learned from the illustrations or the photographs.

- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding as needed.

- The teacher will bring the students together in a large group to share items from their writing.

Instructional Strategy: Writing about a Glossary and the Table of Contents

Learning Targets:

- **I can use print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. (1.W.2.1)**
- **I can use text features (i.e. front cover, title page, illustrations/photographs, fonts, glossary, and table of contents) to locate and describe key facts in informational texts. (1.RI.8.2)**

Model (I do):

- Select a text from the topic or unit of study used in the previous lesson. It should contain text features that include a glossary and a table of contents.

- Review the text features chart that was started in the previous lesson and add *table of contents* and *glossary*.

- Model for students how to get information from the table of contents and the glossary.

- Write any new information on a large text features chart.

- Model how to create a table of contents and a sample glossary entry on a subject/topic of choice.

- Show the Text Features Rap: https://www.youtube.com/watch?v=8D6cq_-mV90

Guided Practice (We do):

- Select a text that contains a glossary and a table of contents.

- Support students as they look at the table of contents and the glossary to gather more information about the topic.

- As a shared writing activity, share the pen with the students to write new facts about the topic; then support students in writing a sample table of contents and a sample glossary entry.

Independent Practice (You do):
- The students will work independently to select an informational text from their book baskets and write what they have learned from any text features from the chart). They will also add an item to the table of contents and/or possibly an entry to the glossary.

- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding as needed.

- The teacher will bring the students together in a large group to share items from their writing.

Instructional Strategy: Using Words and Phrases for Information
Learning Targets:
- **I can identify words and phrases used to provide information in a variety of texts. (1.RI.8.1)**
- **I can use text features (i.e. front cover, title page, illustrations/photographs, <u>fonts, glossary</u>, and table of contents) to locate and describe key facts in informational texts. (1.RI.8.2)**
- **I can use print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. (1.W.2.1)**

Model (I do):
- Select an informational text from a previous topic or unit of study. It should contain text features that have key words or phrases and details with fonts (bold words, highlighted words, italicized words).

- Review the text features chart that was started in the previous lessons.

- Conduct an interactive read aloud, stopping to point out specific text features previously studied and including key words/phrases (bold words, highlighted words, italicized words).

- Model how to get information by looking at specific words and phrases (bold words, highlighted words, italics or headings)

- Write any new information on the text features chart.

- Explain that identifying text features helps the reader understand or comprehend the key details in a text.
- Show the Text Features Rap: https://www.youtube.com/watch?v=8D6cq_-mV90

Guided Practice (We do):
- Select a text with text features that have key words and details.

- Support students as they look for specific words and phrases to determine new information about the topic.

- As a shared writing activity, share the pen with the students to write new facts about the topic.

Independent Practice (You do):
- The students will work independently to select an informational text from their book baskets and write what they have learned from the words and phrases in their text.

- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding as needed.

- The teacher will bring the students together in a large group to share items from their writing.

Instructional Strategy: Informational Writing Topic List
Learning Target: I can plan, revise, and edit my writing independently. (1.W.2.2)

Model (I do):
- Review the text features chart.

- Explain that good writers plan their writing by making a list of topics they want to know more about.

- Show students how to make a list of possible topics by modeling a think-aloud and listing the topics on a large sheet of paper.

- Show the video on author Mary Pope Osborne as she discusses how she begins the writing process by making a list of things she thinks children would want to read about and things she already knows about: https://www.youtube.com/watch?v=e7kFwGLLW9Q
  or watch Gail Gibbons as she talks about writing about loved and familiar things.
  http://www.readingrockets.org/books/interviews/gibbons

Guided Practice: (We do)
- As a shared writing experience, have the students share the pen to add items to a class topic list.

Independent Practice: (You do)
- Give students their own informational topic lists.

- As an independent writing activity, have students create their own informational writing topic lists.

- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding as needed.

- Bring the students together in a large group to share items from their topic lists.

Instructional Strategy: Planning my Writing
Learning Targets:
- **I can plan, revise, and edit my writing independently. (1.W.2.2)**
- **I can describe the relationship between text features (i.e. front cover, title page, illustrations/photographs, fonts, glossary, and table of contents) and the text. (1.RI.8.2)**

Model (I do):
- The teacher will use his or her informational topic list to choose a topic.

- The teacher will model how to choose an informational book to gain information and connect text features with each other.

- The teacher will model how to plan writing an informational piece by using the [Informational Writing Graphic Organizer](#) found in the Appendix.

- The teacher will explain that good writers plan before they write.

Guided Practice (We do):
- Choose a topic for the students to guide them through the planning part of the writing process.

- Then choose another informational book to guide the students through planning.

- Have the students turn and talk with a partner during the process.

- Conduct a shared writing experience with the students on planning informational writing.

Independent Practice (You do):
- Give each student a copy of the graphic organizer to plan their writing. Those students who finish their planning may move on to drafting.

- Conduct independent writing conferences; document the results of the conference, and provide scaffolding as needed.

- Bring the students together in a large group to share items from their planning.

Learning Target: I can use print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. (1.W.2.1)

Model (I do):
- Explain to the students that today the class will write a small book on the class topic (the topic should be correlated to a current unit of study).

- Revisit the chart with the graphic organizer that was created in a previous lesson (planning organizer).

- Model how to move from planning to drafting by thinking aloud in front of the children.

- Then write accordingly, including text features throughout the drafting phase.

- Model and teach how to re-read.

Guided Practice (We do):
- Follow the preceding procedure and have the students share the pen as the class continues to write.

Independent Practice (You do):

- The students will write independently.

- The students will write an informational piece in book form (4-6 page book with room for a front cover, title page, table of contents, illustrations and a glossary).

- Those students who have finished drafting will then move on to editing and revising if these skills have previously been taught.

- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding as needed.

- The teacher will bring the students back together in a large group to their writing.

Note:
This process will take several days of mini-lessons to complete.

Instructional Strategy: Closing My Writing
Learning Target: I can use print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. (1.W.2.1)

Model (I do):

- Show students the following copy of a draft of an informational book:

	Table of Contents	**Body**	**Food**	**Care**	
Dogs as Pets By Sally Brown	Body Food Care	Dogs have fur. They have 4 legs.	Dogs eat pet food. You will need to give your dog food and water every day.	Just like people dogs have to take a bath.	

- Read the passage to the students and explain that something is missing at the end. Explain that good writers always re-write or re-visit their information in a way so that it closes the writing and reminds the reader how the author feels.

- Model how to re-read and provide the following closing statement:

Dogs can be great pets but you have to know all about them to keep them as a pet.

Guided Practice (We do):
- As guided practice, show the students several more examples of informational writing.

- With the students, add a closing statement on the end of each piece.

Independent Practice (You do):
- The students will write independently and add a closing statement to their draft pieces.

- Those students who have finished drafting can then move on to editing and revising if these skills have previously been taught.

- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding as needed.

- The teacher will bring the students back together in a large group to their writing.

Instructional Strategy: Using a Writer's Checklist
Learning Targets:
- **I can use print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. (1.W.2.1)**
- **I can plan, revise, and edit my writing independently. (1.W.2.2)**

Model (I do):
- Show the students a teacher-generated informational piece, leaving off some items so that editing will be easier.

- Explain that good writers check their writing for clarity and accuracy before they are ready to publish. Good writers re-read their stories and look for things they should correct.

- Show the students a piece of writing that a teacher has previously written.

- Then show students the blank Writer's Checklist located in the Appendix.

- Re-read the writing. After reading it again, model how to edit, looking for sentence structure, punctuation, capitalization, spelling, and neatness. Choose one to three items to place on the checklist*.

* Each of these items on the Writer's Checklist will need to be taught separately in subsequent lessons.

Guided Practice (We do):
- The teacher will show a sample piece of writing.

- Using the Writer's Checklist, the teacher and the students will edit the writing together.

Independent Practice (You do):
- The students will work independently to edit their informational piece(s) from this unit.

- The teacher will conduct writing mini-conferences with several students to assess their ability to edit their writing.

- The teacher will document the results of the conference and provide scaffolding as needed.

- The teacher will bring the students together in large group and have some students share their writing.

Note:
The use of this strategy could take place over multiple days.

Potential Assessment Tasks

Formative or summative tasks that will check students' understanding and/or mastery of the standard and/or indicator.

Summative Assessment: On-demand Informational Writing
Have students write an informational piece in book form on a topic chosen by the teacher. The students should be able to use mentor texts as information guides and writing guides. Assess students using the Grade 1 Informational Writing Rubric found in the Appendix.

Formative Assessments:
(1.RI.8.1) and (1.RI.8.2): text features: front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

Using a mentor text, answer the following:
- What do you think the writer is trying to say?
- What can you learn from the illustrations?
- Which part of the picture leads to that conclusion?
- Why do you think the illustrator included that picture?
- Does the illustration match what the writer is trying to say?
- Do the story and the picture seem connected?
- Describe how the picture helps you understand what the author has written.
- Why would a book need an illustrator and an author?
- What do the illustrations tell us about the words?
- What do the words tell us about the illustrations?
- Can you identify the different parts of this book?
- Can you explain how the different parts are used?
- If you wanted to find the meaning of a word in this book, where would you look?
- Look in the table of contents and find the page number for _____.

Formative Assessment Task:
Checklist to Locate Information
(1.RI.8.1): Identify words, phrases, illustrations, and photographs used to provide information.
(1.RI.8.2): Use the front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

Use this checklist as a way to ensure students are using text features to support their reading of the text. This checklist should not be used in isolation but should be utilized in context to provide a better understanding of the content and of the author's choices.
- Words
- Phrases
- Illustrations
- Front Cover
- Title Page

- Photographs
- Fonts
- Glossary
- Table of Contents

(1.W.2.2): Using a Writer's Checklist
Students can assess their own writing by working in pairs, small groups or individually. A Writer's Checklist may be kept in the students' Writer's Notebook or on the wall in the classroom.

Resources

Professional Texts:
- *The Literacy Teacher's Playbook* by Jennifer Serravallo
- *The Reading Strategies Book* by Jennifer Serravallo
- *Units of Study in Opinion, Information and Narrative Writing* by Lucy Calkins

WritingFix: Quality Teaching Resources for K-12.
http://writingfix.com/index.htm

Non-Fiction Text Features
https://www.youtube.com/watch?v=2D0Mn3LddAU

Lesson Plans on Text Features:
www.scholastic.com/teachers/lesson-plan/learning-read-nonfiction-and-its-text-features

Text Features Rap
https://www.youtube.com/watch?v=8D6cq_-mV90

Mary Pope Osborne, author
https://www.youtube.com/watch?v=e7kFwGLLW9Q

Gail Gibbons, author
http://www.readingrockets.org/books/interviews/gibbons

Informational Mentor Texts:
- *Dolphin Talk* by Wendy Pfeffer
- *Blast Off to Earth! A Look at Geography* by Loreen Leedy
- *Polar Bears in Danger* by Roberta Edwards
- *Ant Cities* by Arthur Dorros
- *Bats* by Gail Gibbons
- *Dogs* by Gail Gibbons
- *Owls* by Gail Gibbons
- *From Seed to Plant* by Gail Gibbons
- *Caves and Caverns* by Gail Gibbons
- *Birds and Their Nests* by Linda Tagliaferro
- *How a House Is Built* by Gail Gibbons
- *The Bicycle Book* by Gail Gibbons
- *How to Make Salsa* by Jamie Lucero
- *Let's Make Pancakes* by Emma Rossi
- *Making Ice Cream* by Jill McDougall
- *Bears* by Tracey Crawford
- *Fish* by Tracey Crawford
- *Frogs* by Tracey Crawford
- *All About Sharks* by Jim Arnosky
- *What Is Weather?* by Ellen Lawrence
- *Fruits* by Charlotte Guillian
- *Tigers* by Joann Early Macken
- *Squirrels* by Emily Rose Townsend
- *Tell Me, Tree: All About Trees For Kids* by Gail Gibbons

Informational Writing

Topic:

Fact #1:

Fact #2:

Fact #3:

Closing:

INFORMATIVE/EXPLANATORY TEXT-BASED WRITING RUBRIC
GRADE 1

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Information	• Responds skillfully with all statements related to the prompt • Demonstrates a strong understanding of topic/text	• Responds with all statements related to the prompt • Demonstrates an understanding of the topic/text	• Responds with most statements related to the prompt • Demonstrates limited understanding of the topic/text	• Responds with little or no statements related to the prompt • Demonstrates little or no understanding of the topic/text
Organization	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts and definitions, and concluding sentence • Uses linking words to connect ideas	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts, and a sense of closure	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing sense of closure)	• Organizes with no evidence of paragraph structure
Support/Evidence	• Develops the topic skillfully with facts and definitions	• Develops the topic with facts	• Develops the topic with limited facts	• Uses few to no facts
Language- Conventions of Grammar and Usage	• Uses common, proper, possessive, and collective nouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences	• Uses common, proper, and possessive nouns correctly • Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences	• Uses some common, proper, and possessive nouns correctly • Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and compound sentences	• Uses few common, proper, and possessive nouns correctly • Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and compound sentences
Language – Conventions of Capitalization, Punctuation, and Spelling	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional spelling for words with common spelling patterns and irregular sight words • Spells with learned spelling patterns with untaught words	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses end punctuation correctly • Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words • Spells untaught words phonetically	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional spelling for most consonant and short-vowel sounds • Spells simple words phonetically	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically

Adapted from Elk Grove Unified School District in Elk Grove, California

✏️ **Informational Writing Checklist** ✓

○	I have a front cover with the title, author and illustrations or pictures.
○	I have a title page.
○	I have a table of contents.
○	I have other text features such as a glossary.
○	I have at least 3 facts.
○	I have a closing in my book.
○	I spelled my words correctly.
○	I have capital letters at the beginning of my sentences and with proper nouns.
○	I have the correct punctuation.
○	I wrote neatly so others can read it.
○	I did my best!

Grade 1: Informative/Explanatory Writing
Using Informational Text Features
References

Booksource. (2012). Units of Study for Reading and Writing: Teaching Writing Collections for Grades K-8. Retrieved August 23, 2016, from http://www.booksource.com/files/Lucy_UnitsofStudy.pdf

Calkins, L. (2003). *Units of Study for Primary Writing: A Yearlong Curriculum*

Calkins, L. (2013). *Units of Study in Opinion, Information and Narrative Writing, Kindergarten*. Portsmouth, NH: Heinemann

Channel Cheese. (2012, April 5). *Non fiction rap* Retrieved from http://www.youtube.com/watch?v=8D6cq_-mV90

Dutro, S. (2008). . Retrieved from http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf

Gibbons, G. (2016, August 12). *A video interview with Gail Gibbons*. Retrieved August 23, 2016, from http://www.readingrockets.org/books/interviews/gibbons

Institute of Education Sciences. (2012). *Teaching Elementary School Students to Be Effective Writers*. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Learning to read nonfiction and its text features. (1969, December 31). Retrieved August 23, 2016, from http://www.scholastic.com/teachers/lesson-plan/learning-read-nonfiction-and-its-text-features

Levy, E. (2007). *Gradual Release of Responsibility: I do, We do, You do*

Non-Fiction Text Features.(2016). Retrieved from http://www.youtube.com/watch?=v=2D0Mn3LddAU

Penguin Random House (2008, July 30). *Mary Pope Osborne interview on the magic tree house* Retrieved from http://www.youtube.com/watch?v=e7kFwGLLW9Q

Routman, Regie. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

Serravallo (2015). *Reading Strategies Book*. Portsmouth, NH: Heinemann.

South Carolina Department for Education. (2015). *Profile of the South Carolina Graduate*. Retrieved from http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf

Grade 1: Informative/Explanatory Writing
Using Informational Text Features
References

South Carolina Department of Education. (2015). *South Carolina College-and-Career-Ready Standards for English Language Arts*. Retrieved from http://ed.sc.gov/scdoe/assets/file/programsservices/59/documents/ELA2015SCCCRStandards.pdf

WritingFix: Prompts, lessons, and resources for writing classrooms. (2015). Retrieved August 23, 2016, from http://writingfix.com/index.htm